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ABSTRACT

This manual was designed to help teachers of the early secondary grades deal with fear, ignorance, and prejudice in students encountering the problem of Acquired Immune Deficiency Syndrome (AIDS) and its transmission. Three groups of students are of particular concern: those who are victims of abusive remarks, those who feel AIDS is reserved for certain groups and that they are immune, and those who may be involved in prostitution to support drug habits or basic needs. Emphasis in this manual is on awareness, acceptance, and accountability. The unit uses the word "applesauce" as a symbol for working together with understanding to produce harmony, reduce the spread of AIDS, and lessen prejudice among young people. Objectives and activities are offered from which teachers may select the ones they consider appropriate for their classes. (JD)

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Alternate HIV/AIDS Educational Unit
Recognizing Prejudice

"A" IS FOR APPLESAUCE

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Preface

Many issues have surfaced from the AIDS epidemic which society has buried with denial and/or prejudice. We are now challenged to examine promiscuity, intravenous drug usage, anal intercourse, prostitution, homosexuality and bisexuality.

Prejudicial remarks are frequently heard, such as "Let's get rid of the prostitutes who keep spreading this disease", "He's brought this on himself", or "It's just God's way of punishing the wicked". It is thought that the government viewed AIDS as "only" a gay disease, so research was delayed until the epidemic became full blown. Some racial minorities feel they have been victims of discrimination because AIDS was considered a white middle class disease in the beginning, so no attention was given as infiltration began into the minority populations.* Infected women are now expressing the same feelings, claiming that certain infectious diseases such as those which affect the female reproductive system are not considered part of the syndrome because they are found only in women and not in the greater numbers who are infected males. Certainly, people with AIDS are victims of discrimination and prejudice; even with laws protecting the rights of persons with AIDS, neighbors of identifed infected people sometimes move or protest and others refuse to work alongside a person who is HIV positive.

Teenagers, too, are caught up in the prejudicial game. An immediate related danger is that many young people feel they are not at risk because they are not gay. At the same time, they blame homosexuals for introducing the disease to our country while they seemingly enjoy making blameful and derogatory remarks. Teens who use IV drugs are termed "just those losers" or labeled in other hateful ways. Some teens who use alcohol or marijuana feel they are not at risk because they have not shared needles, not realizing the effects of the gateway drugs as they impair judgment and may indeed put the young people at risk.

Concern for young people has prompted the inception of this unit. Teachers in Iowa have begun to ask for help as they strive to dispel the fear and ignorance behind the prejudice they observe in their students. That concern is accelerated for three groups of students: those who are victims of the abusive remarks, those who feel AIDS is reserved for certain groups and that they are immune and those who may be involved in prostitution to support drug habits or basic needs.

Secondary schools in Iowa are required to teach a full Carnegie unit of comprehensive health which contains factual information about HIV/AIDS. However, local districts are given the option of merely offering and teaching the course or making it mandatory for every student. In the schools where it is not required for every student, many students may not have the advantage of factual HIV/AIDS education. This unit provides an example of how AIDS information can be incorporated into the language arts curriculum since it is required for every student in Iowa. The unit can also serve as a model for a different approach to presenting preventative education for the teacher(s) who may feel very uncomfortable teaching about specific sexual behavior. The information is not introduced until the class has had a chance to build community and make conclusions on their own. It is strongly recommended that HIV/AIDS education take place in the health program, but it seems advisable to offer an alternative to avoid isolating it there.

The big "A" words are familiar to those of us involved with curricular materials. Awareness, Acceptance and Accountability are necessary ingredients if we are to make lessons meaningful and preventative for youth. This unit proposes another "A" word—Applesauce—a symbol for working together with a little sugar of understanding to produce a harmonious effect to reduce the spread of AIDS and prejudice of our young people. The objectives of this unit address the big "A" words with suggestions for infusing them into identified language arts skills. An activity for each objective is marked with (E) to serve as an evaluation tool.

Teachers are invited to choose objectives and activities that they feel would be meaningful to their classes. The whole unit need not be taught unless it fits the time frame and curricular expectations.

The opinion poll could be used as a pre-test and could evaluate attitude changes if used as a post-test.

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*Shilts, Randy, And the Band Played On, Penguin Books, R.R. Donnely & Sons Co., Harrisburg, VA, 1987, andValdiserri, Ronald O., Preventing AIDS, The Design of Effective Programs, Rutgers University Press, New Brunswick, 1989.

OPINION POLL

Directions: Check the response choice that honestly describes how you feel. Do not put your name on the paper. The teacher may or may not ask you to put a code (known only to you) on the blank at the end of this opinion poll.

AGREE	DISAGREE	
_____	_____	1. Different kinds of people make school more interesting.
_____	_____	2. I belong to a minority ethnic group.
_____	_____	3. I am proud of my family background.
_____	_____	4. I tell (or laugh at) jokes that make fun of people of ethnic groups.
_____	_____	5. Refugees should be forced to go back to their homelands.
_____	_____	6. Anyone who uses drugs should be put in jail.
_____	_____	7. Drug users are usually people who feel good about themselves.
_____	_____	8. I have a good friend who is a member of a different ethnic group.
_____	_____	9. I think one ethnic group is superior over the others.
_____	_____	10. I feel uncomfortable in low income neighborhoods.
_____	_____	11. Most people are poor because they want to live that way.
_____	_____	12. About one in ten American adults are homosexual.
_____	_____	13. Homosexuality should be against the law.
_____	_____	14. Only homosexuals are at risk for getting AIDS.
_____	_____	15. Prostitutes are often young people who have run away from being sexually abused at home.
_____	_____	16. Prostitutes are just women who want to have lots of sex.
_____	_____	17. I can't get AIDS if I never have anal sex or use hard drugs.
_____	_____	18. I think all people over 65 are senile.
_____	_____	19. I would not be afraid to live in the same house with a person who has AIDS.
_____	_____	20. I feel women and men are entitled to equal rights and equal pay for equal work.

Code: _____

Source: Randall-David, E., Strategies for Working with Culturally Diverse Communities and Clients, 1st Edition, Association for the Care of Children's Health, Washington, D.C., 1989.

OBJECTIVE ONE: To increase the awareness of prejudice among secondary students.

LEARNER OUTCOMES:
The students will:

1. define prejudice.
2. identify reasons for prejudice.

LANGUAGE ARTS SKILL IDENTIFIED:

Making Comparisons
Group Discussion
Creative Expression
Figurative Language
Imaginative Writing

INTRODUCTORY ACTIVITY

MATERIALS NEEDED: Basket of apples (one for each student), space large enough for students to form a circle.

PROCEDURE:

1. Pass a basket of apples that were grown on the same tree or bought in the same bag.
2. Instruct each student to choose one and study it for a minute.
3. Then ask the students to come to a large open space in the room, and deposit their apples in the center of a large circle.
4. Instruct students to turn around and close their eyes while the instructor rearranges the apples. Students then turn around and find their individual apples.
5. Ask students to sit in the circle on the floor while they tell how they identified their apples.
6. Facilitate a discussion with questions such as:
    a. Did anyone think they would not be able to identify their apple?
    b. Why did you feel that would be difficult?
    c. What are some of the reasons some of the apples might have been bruised?
    d. What are your favorite kinds and/or uses of apples?
7. Assign an essay (50 words or less) which compares people to the apple exercise using the words favorite, unique, prejudge, first impression and group. (E)

OBJECTIVE ONE: To increase the awareness of prejudice among secondary students.

LEARNER OUTCOMES:
The students will:

1. define prejudice.
2. identify a reason for prejudice.

LANGUAGE ARTS SKILLS IDENTIFIED:

Vocabulary Study	Sentence Structure (writing)
Verbal Expression	Making Judgments

YOU CAN TELL BY THE LOOKS

MATERIALS NEEDED: Photographs brought by students, foam or cardboard to mount photos, 5" x 8" index cards, numbered papers, chart paper or chalkboard.

PROCEDURE:

1. Assign each student to bring a photograph of someone the class will not know.
2. Instruct the students to write a short biographical sketch about the person on the card.
3. Collect the cards so the students know only what is written on their own card.
4. Ask the students to mount the photographs on cardboard or foam board and number the pictures.
5. Pass photographs around so each student can look at each one in turn. On numbered paper, ask students to write a sentence they think may be true for each person in the photographs, matching the numbers on their papers with the numbers on the pictures.
6. After the pictures have been passed around, collect all the papers, passing them out randomly tostudents. Starting with number one, ask each student to read the "statements" about that person from the paper in front of him/her.
7. Counter that with the true description on the card that the acquaintance had written in the beginning.
8. Brainstorm with the students (charting their comments) about why they had impressions of the people they did not know.
9. Conclude with a discussion of how prejudices are often formed on false impressions. Ask for examples of how (in real life) people are often prejudged according to how they look or by what they do. (E)
10. Discuss ways those judgments often affect how a person feels or acts.

OBJECTIVE ONE: To increase the awareness of prejudice among secondary students.

LEARNER OUTCOMES:
The students will:

1. list familiar prejudices.

LANGUAGE ARTS SKILLS IDENTIFIED:

Sentence Structure
Summarizing
Expression of Ideas
Vocabulary Study
Research Skills

GRAFFITI WALL

MATERIALS NEEDED: Brick papered bulletin board or portion of wall, extra paper, charcoal sticks or marking pens.

PROCEDURE:

1. Line a wall with brick paper and introduce the word graffiti.
2. Facilitate a discussion which clarifies these concepts: graffiti is usually based on someone's opinion—not fact, graffiti makes a public statement, and graffiti is often written to express a feeling that may be temporary (such as Bill loves Mary) even though the person may be sincere at the time.
3. Invite the class to put graffiti on the "brick" wall over a specified period of time addressing a stereotype of a group of which they are aware, even though they may not harbor it personally. (If statements such as "Lock up the people with AIDS" or other statements related to AIDS do not appear, include them anonymously.)
4. Discuss which statements on the wall are factual and which are opinion. Ask which of the graffiti has been encountered personally by the writers.
5. Assign a research project by writing each of the groups mentioned on slips of paper, and having students draw to determine their assigned group. They will then research a member of the group stated on their paper who has made a valid contribution to society. They will prepare a written or oral report to be presented to the class.
6. After each report, discuss whether the graffiti is still meaningful, suggesting perhaps someone may feel that it should now be erased. This can be done by replacing the brick(s) with ones that state positive facts about the person who was researched, such as: "Harriet Tubman was an ambitious black woman of courage who saved many slaves by taking personal risks."
7. Bring the class to the acknowledgment that it is often unfair to judge a whole group of people on the actions of a few who belong to that group.
8. A second assignment could be for the students to list all comments they have ever heard about a group to which they personally belong—nationality, age group, class, neighborhood, etc. Alongside the list, write the names of persons who are part of the group who do not fit the comments.
9. Have each student write one complete sentence that summarizes the moral of this activity. The sentence should contain the words fact, opinion and prejudice. (E)

OBJECTIVE ONE: To increase the awareness of prejudice among secondary students.

LEARNER OUTCOME:
The students will:

1. identify reasons for prejudice.

LANGUAGE ARTS SKILLS IDENTIFIED:

Reading Comprehension	Critical Thinking Skills
Discussion Skills	Vocabulary
Sequential Development	Research Skills

IF YOU HEAR IT OFTEN ENOUGH, YOU WILL BELIEVE IT

MATERIALS NEEDED: Copies of news clippings, access to other articles about prejudice and discrimination, roll of large white paper, copy of the video tape "A TEENAGER'S STORY—I HAVE AIDS"*

PROCEDURE:

1. Copy (one for each student) a news clipping similar to the one printed on the following page.
2. Instruct students to underline all the words that indicate discrimination.
3. Assign students to find other news articles about discrimination and/or prejudice to bring to class.
4. On the day the articles are due, pair off students and give each pair two articles. Have them list the common characteristics they find in the two articles.
5. As a volunteer student records on large white paper, have the class share the common characteristics they found in all the articles.
6. Have two other students make lists - one entitled Fact, the other Opinion - asking the class to separate the original list.
7. Facilitate a discussion of where the opinions originated. Ask for voluntary statements of example within the students' experiences that create opinion which could become the cause of discrimination against an undeserving person or group of people.
8. As a class, view the tape "A Teenager's Story—I Have AIDS."
9. Have the students list the opinions that led to the discrimination of Ryan White, and then counter those opinions with factual information. (E)
10. Discuss the reasons why the second school was willing to allow Ryan to participate in various school activities and be treated as any other pupil.
11. Lead the class to the discovery that factual information often dispels prejudices.

*Ryan White's story is told on the videtape entitled "A Teenager's Story - I Have AIDS" Children's Television Workshop—available in AEA media libraries and the State Library of Iowa.

OBJECTIVE TWO: To create an acceptance among the secondary students that behavior and attitudes do not belong exclusively to a social or racial group.

LEARNER OUTCOME:
The students will:

1. experience feelings of isolation related to prejudicial reactions from others.

LANGUAGE ARTS SKILLS IDENTIFIED:

Reflective Thinking
Reading
Discussion Skills
Sentence Structure
Paragraph Structure

IF YOU'RE NOT IN—YOU'RE OUT!

MATERIALS NEEDED: Space large enough for class to form a circle, large white paper.

PROCEDURE:

1. Instruct students to find three or four who have different color shoes, freckles, blond hair, or whatever characteristic that may be different from most of the students on a particular day.
2. Ask those students to come up to your desk for special instructions. To protect their self esteem, explain to them they were chosen to help you with an experiment that may not be pleasant for them, but you believe they will be able to help you illustrate an important concept in this unit.
3. Instruct the other students in the class to join hands to form a circle. With your "chosen" students out of earshot, inform the circle that under no circumstances are they to let anyone else into the circle.
4. Then ask the chosen students to come back to the room, and instruct them to try to get into the circle. Let the exercise go on for about five minutes.
5. At the end of the time, give each of the chosen students a hug, with permission, and ask for written observations from both groups in a manner similar to the following suggestions.
6. Ask students to return to their seats, while you post the large white paper on the wall, each sheet asking one of the following questions. Instruct students to answer each question by writing only one complete sentence.
    a. What behavior did you notice among the group who formed the circle?
    b. What attitudes did you observe among that group?
    c. Contrast that with the behavior of the chosen group who were trying to become a part of the circle.
    d. Was there a change in the behavior of either group as more minutes went by?
    e. In which group were you included?
    f. Name two feelings you experienced, and give a short reason for each feeling.
    g. Write a short paragraph on what you think this exercise teaches about real life? (E)
7. Collect all the sheets. Mix them up, and pass them out randomly. Tell the students that the paper they have should be anonymous. If anyone has his/her own, that is acceptable, but no one should disclose whose paper he/she now has.
8. They will be asked to read aloud the answers for each question.
9. Chart a list of the answers under each question on the large white sheets of paper. The answers can be used as a class discussion or may be left posted for a period of time to help the class discover feelings associated with prejudice and discrimination.

OBJECTIVE TWO: To create an acceptance among the secondary students that behavior and attitudes do not belong exclusively to a social or racial group.

LEARNER OUTCOME:
The students will:

1. identify the behaviors that make one at risk for the AIDS virus.
2. state that those behaviors can be part of anyone's life who chooses to participate in them.

LANGUAGE ARTS SKILLS IDENTIFIED:

Library Research
Reading Comprehension
Vocabulary Study
Critical Thinking
Letter Writing

WHAT, WHEN AND HOW

MATERIALS NEEDED: Access to news articles about people with AIDS from past ten years (teacher may need to assemble some articles ahead of time). This exercise will be more effective if part of it can be done in a library setting.

LESSON ONE PROCEDURE:

1. Assign a research project in which the students are asked to find articles from journals or newspapers from the past ten years about groups of people who have HIV infection or AIDS (making sure that there are recent articles about the infection moving into the adolescent population).
2. Each student will be asked to have a specified number of dated articles for comparison over time.
3. Observations should be written that include:
    a. the date of the article.
    b. which groups are named in the article.
    c. changes/absence of changes noted through the time period.
    d. reasons why the literature is different over time.
    e. reasons hypothesized why some current articles still mention groups rather than behavior that causes AIDS.

LESSON TWO PROCEDURE:

1. Assign an out-of-class assignment that includes three parts:

PART ONE:

a. Students are to research the causes of AIDS and list the behaviors that can result in HIV infection. (Provide several sources for them if they are not available in your school library.)
b. Have the lists brought to class and charted. Students should judge whether the listed behaviors are accurate.
c. Ask for volunteers to come forward to write alongside each behavior all the groups that are capable of participating in that behavior.

PART TWO:

a. Using the graffiti wall, have students write statements about how AIDS is transmitted, addressing behaviors rather than groups.
b. Leave as a display on the wall for a period of time so that the concept has a chance to become real to the students.

PART THREE:

a. Ask students to scan daily papers for articles that still seem to indicate causes of AIDS as groups of people rather than behavior.
b. Compose letters to the editor informing people of the difference. (E)
c. Have the class vote on one or two to be sent to the newspaper.

SUGGESTED SOURCES FOR ARTICLES (containing current information about adolescent AIDS):

Journal of Adolescent Health Care, Society for Adolescent Medicine, Elsevier Science Publishing Co., Inc., New York, NY, 1989.

AIDS & Adolescence: Status Report, AMA Youth HIV Education Project, American Medical Association, 535 N. Dearborn, Chicago, IL 60610, 1989.

Child Health, USA '89, U.S. Department of Health and Human Services, Public Health Service Administration, HRS-M-CH8915, October, 1989, U.S. Government Printing Office, Rockville, MD, 20857.

OBJECTIVE TWO: To create an acceptance among the secondary students that behavior and attitudes do not belong exclusively to a social or racial group.

LEARNER OUTCOME:
The students will:

1. list reasons why teens experiment with high risk behaviors.
2. identify who is responsible for the consequences.

LANGUAGE ARTS SKILLS IDENTIFIED:

Brainstorming	Problem Solving
Analytical Thinking	Verbal Expression
Reading	Book Review

WHO OWNS THIS PROBLEM?

MATERIALS NEEDED: Chalkboard, Night Kites.*

PART ONE PROCEDURE:

1. Write a statement in large letters at the top of the chalkboard that states "Our country has a problem—It is called AIDS!" Announce to the class that it is up to all of us to think of this as OUR personal problem because we will all be affected in some way. Today, the class will analyze this problem, and plan for ways it can be solved.
2. Brainstorm with the class so the chalkboard lists the choices we have concerning the epidemic.
3. Ask the class to vote on which of the choices listed would be most effective for solving the problem. (Encourage them to come to the conclusion that each person becoming responsible for his/her own behavior is the best solution).
4. Continue the brainstorming under new lists that are headed: Reasons Why Young People Participate In High-Risk Behavior and Reasons Why Young People Choose Not To Participate In High-Risk Behavior. Stress that brainstorming is a skill where there are no right or wrong ideas. List all ideas that are suggested.
5. Continue the exercise by supposing that someone really wanted to fit into a group. The person participated in the high risk behavior of using an IV drug with a shared needle and then having sex with someone else at a party.
6. Brainstorm all the possible consequences, being careful to include loss of self- respect, etc.
7. The final part of this exercise should lead into the next objective, which is to call attention to the responsibility of each individual for his/her own behavior. Perhaps asking individuals from the class to make verbal conclusions about what they learned from the brainstorming is sufficient. Hopefully, this will provide some positive peer pressure lines.

PART TWO PROCEDURE:

1. Assign the reading of the book Night Kites .
2. Assign a two-page book review, including the reasons for high risk behaviors mentioned in the book and examples of discrimination. (E)

*Kerr, M.E., Night Kites, Harper Keypoint, Harper and Row, N.Y., 1987 (available in AEA resource libraries and the State Library of Iowa).

OBJECTIVE THREE: To encourage accountability in both non-judgmental and responsible behavior.

LEARNER OUTCOME:
The students will:

1. identify personal behavior as a cause for becoming infected with HIV.

LANGUAGE ARTS SKILLS IDENTIFIED:

Written Expression
Verbal Expression
Proofreading

KRISTI'S STORY

MATERIALS NEEDED: Nylon yarn, cards with labels, pins, space enough for a large circle.

PROCEDURE:

1. Label the cards (enough so each student will have one) with these names: Kristi, Tim, Peter, Shelley, Kristi's Mom, Tim's Mom, Kristi's Dad, Peter's sister, Shelley's former boyfriend, school counselor, Kristi's track coach, Tim's debate coach, school superintendent, Kristi's pastor, neighbor who Kristi babysits for, taxpayer (two to three of these), Tim's best friend, Peter's old girlfriend, Kristi's best friend, etc.
2. Pin one label on each student.
3. Instruct the students to form a large circle. Students should put one hand at chest height, holding up the thumb from that hand.
4. Loosely loop the yarn around each thumb, anchoring it at one end. Kristi, Peter, and their family members should be in the center of the circle, midway from the anchored end of yarn.
5. Instruct Kristi to step back one tiny step each time the teacher reads a statement. No-one will be allowed to take the string off his/her thumb, but moaning and screaming will be permitted as the string begins to hurt the thumbs.
6. Read these statements one at a time, while Kristi steps back.
    a. Kristi was a high school junior from Sunny Vale, Iowa.
    b. One summer vacation, she visited an aunt and uncle in Washington, D.C.
    c. Her cousin took her to a party with some of his friends who were experimenting with marijuana.
    d. Kristi was offered some pot and decided it would be fun to know how it felt to get high.
    e. At the second party, she got high again, and met a real hunk who had a past but really seemed nice.
    f. He put the rush on Kristi, and she ended up in bed with him.
    g. On the way home, her cousin told her that her new boyfriend had just come off a bad scene, but was maybe okay now.
    h. Kristi came back to Iowa to start her senior year, full of new experiences.
    i. Kristi began to date Tim.
    j. Tim had decided not to have sex until he is more mature, but he and Kristi had fun in other ways.
    k. Tim and Kristi broke up.
    l. Kristi began to date Peter. Tim went out with Shelley.
    m. Peter and Kristi started to have sexual intercourse.
    n. Kristi began to feel very tired and have diarrhea.
    o. Her mom took her to the doctor, who said it's just a bug.
    p. Kristi got pneumonia, and went to the hospital.
    q. A blood test was taken, and Kristi was found to be HIV positive.
    r. Since the pneumonia Kristi has one of the diseases associated with AIDS, Kristi is diagnosed as having AIDS.

7. At this point, instruct the students to take the string off of their thumbs, and ask how many were feeling pain. Then, stimulate a discussion with the following questions:
    a. Which ethnic group did Kristi belong to?
    b. Which behaviors put her at risk?
    c. Which other people were at risk?
    d. Which people were not at risk, and why?
    e. Who was accountable for Kristi's behavior?
8. Assign the students to write an educational article about being accountable for one's behavior as a means of avoiding becoming infected with the human immunodeficiency virus.
9. Divide the group into pairs, have them proofread the news articles, then send them to publications such as the student newspaper, daily town newspaper, magazines, etc. (E)

OBJECTIVE THREE: To encourage student accountability in both non-judgmental and responsible behavior.

LEARNER OUTCOME:
The students will:

1. compose time lines for their life plans.

LANGUAGE ARTS SKILLS IDENTIFIED:

Active Listening	Brainstorming
Verbal Discussion	Critical Thinking

"AIDS OR EIGHTY SOMETHING"

MATERIALS NEEDED: Videotape "AIDS or Eighty Something", chalkboard for illustration of time lines, 12" x 18" papers (one per student), 3" x 5" index cards.

PROCEDURE:

1. Preface the viewing of the tape "AIDS or Eighty Something" by presenting these questions on the chalkboard to create a purpose for viewing.
    a. Which groups are mentioned in the film?
    b. Did a person get the disease because he/she was a member of the group or because he/she participated in a high risk-behavior?
    c. How would planning ahead for their lives have helped the young people who became infected in the film?
    d. If I need to talk to someone about a personal problem, I would go to: (answer shared only voluntarily)
2. Draw a time line on the chalkboard with each mark representing two years. Ask students to name common tasks for which people are accountable at each mark, such as feeding oneself at age two, learning to read at age six, etc.
3. Instruct each student to compose a personal time line, using marks for each five years--from 0 years to 40 years--identifying personal goals and accomplishments at each five-year mark.
4. Instruct students to form a line around the room by age, the youngest to the oldest, each person finding his/her spot along the outside walls. Pair the group off (two people standing closest together).
5. Instruct them to find a spot where they can practice listening to one another. Then, each in turn tells the other what his/her goals for the future are. The listener is not to speak until the speaker is completely finished. Then, the listener repeats what the speaker said by using a phrase that begins, "I heard you say that your goals were...." The roles are reversed so each person is the speaker as well as the listener.
6. Follow with a brainstorming session recording on the chalkboard what is necessary to really listen to another person. Instruct students to use an index card and finish the sentence: When _____ really listened to me, I felt_____.
7. Facilitate a discussion about how people could more easily solve problems like preventing the AIDS epidemic from spreading if people listened to one another rather than blamed or ignored others. (E)
8. Give a personal example of when something bothered you and how it helped to share thoughts with someone else.
9. By brainstorming, identify the people in the school or community who are willing to listen to young people with problems. The instructor should add to the list so it can serve as a resource list for any student who is now in need. One accessible adult should be named as willing to listen to anyone with sexual problems. (That will give availability to someone who is having sex and doesn't know how to use a condom, someone who might be homosexual or has a homosexual parent, etc.)

*"AIDS OR EIGHTY SOMETHING" videotape from Northwestern Wisconsin In-School Telecommunications, University of Wisconsin Green Bay, IS 1110, 2420 Nicolet Drive, Green Bay, WI 54311 (available in AEA media centers and the State Library of Iowa).

OBJECTIVE THREE: To encourage student accountability in both non-judgmental and personal responsibility in an assertive manner.

LEARNER OUTCOME:
The students will:

1. change written "can't" statements to "won't" statements to identify the change empowerment words can attain.

LANGUAGE ARTS SKILLS IDENTIFIED:

Contract Writing	Verbal Expression
Vocabulary Study	Spelling

WON'T POWER

MATERIALS NEEDED: Paper, pencils, samples of contracts.

PROCEDURE:

1. Pass out the pencils and paper. Instruct the students to write down something they feel they can't do. Example: "I can't fly an airplane."
2. Collect the papers, shuffle them, and pass them out anonymously. As a student records them on the board have students read the statements aloud.
3. Choose a few of them to use as examples, explaining that the use of the word can't often is a way we give away responsibility. If we tell someone we can't do something, then it is not our fault if we do not do something worthwhile. It is easier to blame someone else.
4. Strike the word can't from the sentences being used as examples and put the word won't in its place, and ask a volunteer student to read them again. Ask how the tone of voice changes, and what the new statement infers (that a decision has been made, that the person speaking is in control and the person is willing to assume the responsibility associated with the statement).
5. Explain that behavior is often excused by one's self with statements such as "I can't help it; that's just the way that I am." In this way, the responsibility does not have to be taken for behavior. However, if young people are to live through the AIDS epidemic, responsibility must be personally assumed, giving them power over their own behavior and lives.
6. Introduce the contract samples. Ask for examples of how people often make a commitment to someone else by writing a contract. List the responses on the board. Explain that contracts can be written as a commitment to one's self.
7. Divide the class into groups and ask them to examine the copy of the contract you supply. Students should list all of the words that infer a commitment.
8. Instruct each group to compose a blank contract that promises a person that he/she won't become infected with the human immunodeficieny virus.

   A second lesson could be:

   1. Instruct each person to write the names of two other people they care about enough to assume the responsibility of telling them how to avoid the infection and help them in possible ways.
   2. A mini contract could be written to identify the commitment.

OBJECTIVE FOUR: To encourage a cooperative effort to educate others about the choices which will ensure them that infection with the human immunodeficiency virus will be curbed in young people.

LEARNER OUTCOME:
The students will:

1. compare a cooperative effort with the making of applesauce.
2. write a short poem summarizing what was personally learned in the unit just completed.

LANGUAGE ARTS SKILLS IDENTIFIED:

Verbal Discussion	Comparison Expression
Poetry Writing	Summarizing

FINALLY—THE APPLESAUCE!

MATERIALS NEEDED: An apple for each student brought to class by the pupils, honey, colander, pans, knives, stove or microwave, spoons and dishes. Paper and pencils for each student.

PROCEDURE:

1. Review the first activity of this unit when they learned to identify their apple and then chose it from the pool of apples. Explain that even though each person is unique, oftentimes cooperative efforts (different people working together) are necessary if difficult tasks are to be accomplished.
2. Post (in a prominent place in the room) a statement, such as "Responsible people and groups working together can solve problems".
3. Instruct each student to cut his/her apple in quarters, and core it before placing it in one pan. Add a very small amount of water (about 1/2 cup). Bring to a rolling boil, cook a few minutes until the apples are soft and mushy. Then, process in the colander, so the pulp is free from the skins. Add one cup honey to every four cups of apple pulp, and heat until the honey is dissolved completely. Let cool and serve.
4. As the students are enjoying the applesauce, assign the final project of the unit.
5. Discuss how the making of applesauce from several different kinds of apples could be compared to unique people working together to solve problems.
6. Pass out pencils and papers, and discuss the various kinds of poetry that have been a part of the language arts program.
7. Discuss the possible themes that could be derived from the unit.
8. Assign poem written to summarize what the students learned from the unit. (E)
9. Print the poems in booklet form to use as a momento of the unit for each student.

The attitude checklist can be given immediately after the unit, or after a period of time, to see if changes in attitudes have taken place. Students can compare the attitude checklist completed before the unit with the one completed at the end so that self-evaluation of attitude change can take place.